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SUBJECT HEADINGS *for* JUVENILE CATALOGS

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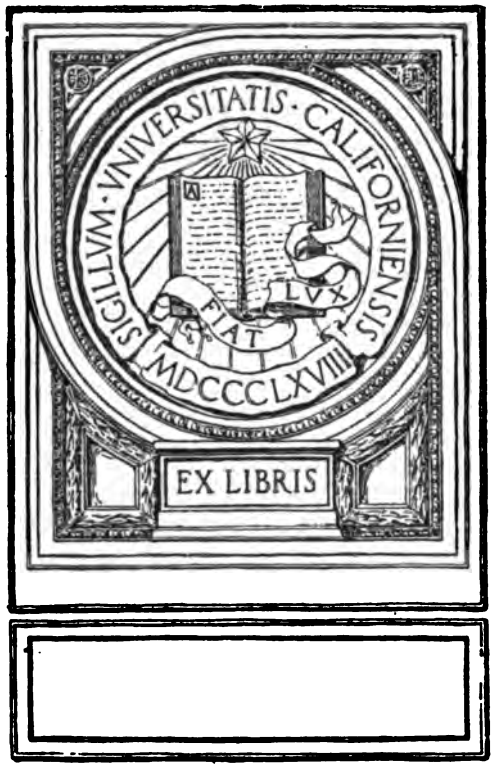
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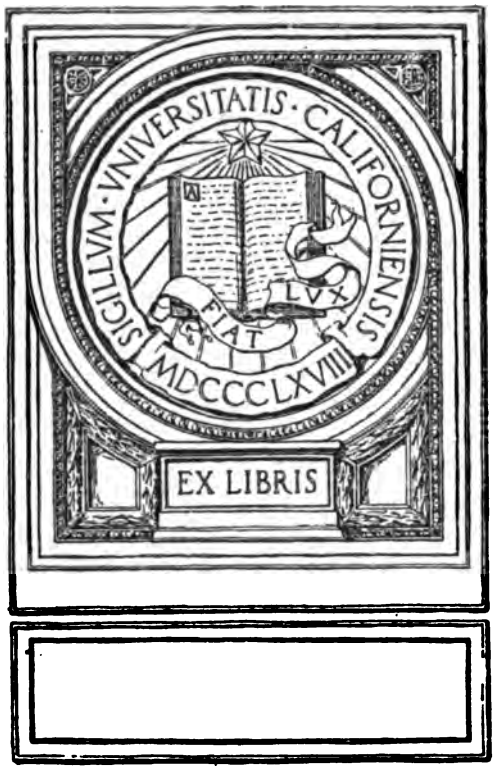
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SUBJECT HEADINGS

FOR USE IN

DICTIONARY CATALOGS *of* JUVENILE BOOKS

MARGARET MANN

UNIV. OF CALIFORNIA

AMERICAN LIBRARY ASSOCIATION
PUBLISHING BOARD
CHICAGO
1916

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PREFACE

THIS list of subject headings has been compiled primarily for use in cataloging juvenile books. It is offered as a less exhaustive and less expensive guide than that so admirably prepared for the A. L. A. by Miss Briggs. The subjects and references are those used in the dictionary catalog of juvenile books in the Carnegie Library of Pittsburgh, but the style and form have been made consistent with the A. L. A. list, thus allowing additions to be taken from that volume without loss of uniformity.

While there has been no attempt made to supply an exhaustive list of subjects for use in any other than the juvenile catalog, it is hoped that the headings here included may be found helpful for cataloging most school libraries and that they will furnish many suggestions in the selection of minute headings for the small public library, where it is often found necessary to do extensive analytical work.

A first attempt has been made to formulate some principles which shall assist in the choice of subject headings. This is possible when considering subjects for a catalog of juvenile books, because a small collection is being handled, which is limited to one class of readers.

I wish to make acknowledgment to Miss Elva S. Smith, who has developed this list of headings and who has given me valuable assistance in my attempt to correlate the work of the cataloger and the children's librarian. Her knowledge of children's literature and the results of her experience in cataloging juvenile books have been generously shared with me.

December, 1915. Margaret Mann.

UNIV. OF CALIFORNIA

THE CATALOG OF JUVENILE BOOKS

IN MAKING a catalog of juvenile books it is necessary to put into it a combination of the technique of cataloging and a knowledge of literature as it is written for children.

The books have been written in a special style to make them interesting and instructive to young people; they are made up of chapters which interest and hold by their brevity and simplicity; there is often no attempt made to give a continuous narrative, and subjects are never treated in an exhaustive way as they are in the books for older readers. The classics are retold, and mythology and folklore are not presented as subjects of religion and customs, but rather as stories which are used to introduce the child to literature. It is not the subject matter which differs, but rather the way it is treated, both as to content and style, which brings a different phase of work into the making of a catalog for children.

Stories must be studied both for their literary and their subject value so that the catalog may show what the child is unable to find for himself because of his limited knowledge. We must bear in mind the fact that children have no background of experience, that they are unfamiliar with even the terms and expressions commonly known and used by adult readers and that they are unable to classify material for themselves. Their catalog must therefore be much more an instrument of instruction than is the catalog for adult readers, by showing them how subjects are related. It must index chapters in their books which they have no way of finding, and lead them to stories which will tell them about Napoleon, Roland, Iceland, Indians and any other subjects which are not brought out by the classification of books on the shelves. We must study their needs as well as their books so that the catalog will come within the range of their understanding and answer their demands.

Our problem is therefore to make a catalog which shall be so simple that we can explain it to children and have them understand it; so full that it will answer not only the demands of children, but those of teachers and assistants as well, and so uniform with other library guides that the child can pass from the use of one to the other without confusion.

Those who select the books in a library do so with some definite aim in mind—that of supplying a definite want or of pro-

viding for a probable need. The cataloger must work with a similar purpose in mind—that of making the catalog show that this need has been supplied. Otherwise she is not properly coöperating with those who are making the selection. If Gatty's "Parables from nature" is used for the purpose of giving the children good material on ethical topics and the cataloger does not emphasize these, the full value of this book has not been disclosed, because the catalog fails to express the essential purpose for which the book was selected.

If the responsibility of arranging correctly the juvenile literature and making it available rests with the cataloger, she should have a knowledge of the special use made of the various forms of literature by those who work with children. She must know the various forms of stories and what emphasis is given them, she must know their value as supplementary reading and must know how to group them properly so that they may be used as stepping-stones to literature. Legends and myths must be defined, and fairy tales, sagas and fables must be grouped under their correct headings. The reader must not be confused by having material listed under subjects on which the book has no direct bearing. In some of the outdoor books, for example, we find Boy scouts introduced to lure the boys to read special titles, and one is tempted to enter these books under the heading Boy scouts, but as a matter of fact they are on camping, cycling, etc., and although they may be of interest to the Boy scouts, they do not contribute to their movement in any way or tell anything about their organization. This heading should be reserved for the book about the Society, official handbooks, etc. Nearly all the books on outdoor sports are of interest to the Scouts and an interesting reading list could be compiled for their use, but the subject of a book and its purpose are often very different.

In order to have the catalog supplement the school work, the cataloger must become familiar with the school curriculum. This she may do by making a study of the school program or by learning of the school needs through the children's librarian. The needs which come through this channel should be anticipated and met even before the actual demand must be answered, as there is little time to collect material after a whole class of children descend upon the assistant for some minute subject.

SOME SUGGESTIONS FOR HANDLING SUBJECTS

In considering the best ways of making the catalog answer the demands put upon it, the following points are suggested as

requiring the attention of every cataloger who must handle books for young people: (1) the use of simple terms; (2) the use of definite and specific terms; (3) the grouping of material by form and special use, as Myths, Plays, Dramatic readers, etc.; (4) the minute analysis of books.

(1) Use of simple terms. Having decided upon the subject of a book the next step is to choose the term which shall best express this subject. Simplicity should be the watchword in all catalogs of a public library, therefore it should not be found very difficult to make the adult and juvenile catalogs uniform in this respect. The style and content of books for children naturally lead one to select a simple word; for example, a book on candy making for children does not discuss the other forms of confectionery, so one is not tempted to use that heading merely because it is used in the adult catalog, but the book is put under the heading Candy without further consideration. A book on flowers which does not discuss the classification of plants does not warrant the heading Botany, so one is not led to adopt the scientific term. Textile fabrics in the adult catalog should be replaced by Cloth in the juvenile catalog, because the first term is not the common one.

Care should be exercised in our endeavor to simplify that we do not make the mistake of "talking down" to the children. It is not necessary, for example, to use Bunnies for a book on rabbits, or Bugs for a book on insects. Standards should not be sacrificed for simplicity.

Many headings cannot be simplified; for example, a book for children on Mines and mining must be given the same heading as that used in the adult catalog for a book on the same subject, because there is no simpler expression. Taxidermy may be a difficult term for a child, but here again we have no other word which expresses the same thing; Stuffed animals, Mounted animals, etc., are terms a child might use, but they are phrases which should not be introduced into a catalog. The child old enough to make use of this heading should learn the correct term.

(2) Definite and specific terms. Definite subjects should not be covered up by larger and more inclusive subjects; while this is a repetition of an old rule, it deserves special emphasis when making a catalog of juvenile books. A book on Parties should be entered under Parties and not included under the heading Amusements or Entertainments. The child cannot classify material nor does he want all kinds of amusements when he is looking for

Parties. "American boys' handybook" and other books of like character require an inclusive heading, but the inclusive heading should be reserved only for this kind of material and not used to cover any one branch or subdivision of a subject.

There are a few subjects which include divisions so small that it is quite improbable that they will be discussed separately. For example, Spices would best be used as a heading for books treating of the various spices, as one would seldom or never have material on cinnamon, cloves, etc., alone. References may be made if necessary from the various spices treated in the books entered under the general heading.

(3) **Group headings.** Any group headings which can be assigned by the cataloger as the volumes pass through her hands are warranted because again the children have not the knowledge to classify the material for themselves, and the teachers and assistants cannot stop at a busy time to collect books which are needed by a number of children at one time. These group headings are those which bring together the collections of a special form of literature, such as Poetry, Plays, Legends, etc. Many headings which appear as subjects in the adult catalog become form or group headings when used in the catalog for children. While the adult reader studies Mythology and Folklore, the child reads Myths and Fairy tales.

It is true that some of the group headings in a measure duplicate the arrangement of the books on the shelves, but are the books always on the shelves? A teacher or an assistant who is preparing a special reading list or getting together material for a special class of children does not want only the material which is on the shelves today; she must have access to the entire resources of her collection and there is no way of getting this except through the catalog. The shelf list may answer in some cases, but this record does not list all of the material; for example, when a book consists of a series of chapters devoted to miscellaneous topics, the class number can only call attention to the broad subject and can give no indication of the topics covered by the various chapters.

Aside from those headings which group books to show their literary form, we may have those which collect books for a definite purpose. Such group headings as Civic readers, Dramatic readers, etc., often assist the teacher and may be introduced for her use. She comes to the children's room, not to study the history of education or school management, but rather to collect illustrative material which can be given or read to children and which she de-

sires to use in order to emphasize some point in an educational scheme. The catalog can show the educational value of the material in the collection by bringing together the readers and primers which have been written for a definite purpose, thus giving the teacher and the assistants a quick reference to material needed for supplementary reading. These group headings should be chosen with great care and should be adopted only in response to a definite demand. Close touch with the teachers and assistants is necessary when introducing such entries.

Specific events are better entered under the names by which they are commonly known than as subdivisions of a larger subject. The mature mind looks upon history, for example, as a continuous series of connected events, but the child does not look upon these events as belonging to the whole scheme of history; he knows them rather as distinct incidents and independent of those events which come before and those which follow. The Civil war is not read and studied as a connecting link in the history of the United States, but as one definite event. The cataloger would best deviate from the generally accepted plan here of entering under United States—History—Civil war, and use the heading which will most often occur to the child, which is Civil war. This is better than to present him with the whole scheme of United States history and let him grope about in an effort to find the one period he is seeking.

(4) Analysis of books. "The analysis of books of composite authorship or treating of a variety of topics is a problem demanding the continual exercise of discretion. Whether to make 'analyticals' or to let the main entry stand for the work without further note must be determined by each librarian with the needs of his own constituency in view. A special library may need to make analytical entries that amount to indexing the chapters of a book." Bishop. "Modern library cataloging."

The children's room may be considered a special library in the sense that it is made up of books written in a special style and for a special class of readers. A juvenile collection is usually made up of comparatively few titles and it is therefore necessary to make the most of these few by analyzing each one. As has already been pointed out, these books are of a composite nature, they treat of many minute subjects all of which may have some bearing on a larger subject, but which, because of their elementary treatment stand out as well defined units. Such books cannot be covered by one or two general headings; each chapter must be analyzed if

the varied information is to be made available, and the catalog must become in a measure an index to juvenile material.

If broad headings only were used, the child would be deprived of access to much of the material he wanted, because he would not know the name of the large division. Few boys, for example, would know that an account of the Spinning top could be found in a work classed under Mechanics, and Lang's "Red book of heroes" will not give its full return unless we call attention to the persons included, under their own names.

The library assistant, even though she makes a most careful study of the books in her collection, cannot always recall immediately the needed chapter. She cannot know just which geographical reader will give her information about the Eskimo, or what nature book has a chapter on Fireflies, and subjects are often wanted not to supply the needs of one reader, but rather to meet the demands of a whole class. These requests come from a class of readers who must have personal help, the assistant must preserve order while giving information and for this reason, if for no other, there should be as many short cuts as possible to which she may turn for help.

The extent to which this analysis should be carried is a question which each library must decide. There is certainly danger in carrying it to an extreme, and it is always unwise to duplicate work already done; for example, one would not be warranted in repeating the information given in Granger's "Index to poetry," or in again listing the Fairy tales indexed by the Boston Public Library.

The first cost of doing extensive analytical work seems large, but when we consider that it is done but once and that this information is put into a permanent record where it may be consulted without further effort, the question of expense becomes somewhat minimized. The most economical way to do analytical cataloging is to make one card and duplicate it as many times as is necessary to furnish a card for each heading needed. It is certainly too expensive to analyze a collection of any great size in any other way and some simple devices for duplication are usually available to even the small library. The least expensive method is probably the use of the hectograph; by this process cards are written with hectograph ink and multiplied on the gelatin pad. Those libraries using the multigraph or other means of printing would of course be able to do the work with little expense.*

*See chapter on "Copying" in Bishop. "Modern library cataloging," p. 105-108.

The following illustrations will serve to show how the analytical entries may be indicated on the unit card:

Mines and mining. See p.139-155 of

Price, Overton Westfeldt. **j 351.711 P94**

The land we live in; the boys' book of conservation, with a foreword by Gifford Pinchot. 1911. Small.

About the use and the waste of America's forests, lands, waters and minerals, telling what conservation is and why it is necessary. Many beautiful illustrations from photographs.

Nightingale, Florence

Lang, *Mrs* Leonora Blanche. **j920 L23**

Red book of heroes; ed. by Andrew Lang. 1909. Longmans.

Contents: The lady-in-chief [Florence Nightingale].—Prisoners and captives [John Howard].—Hannibal.—The apostle of the lepers [Father Damien].—The constant prince [Ferdinand of Portugal].—The marquis of Montrose.—A child's hero [Henry Havelock].—Conscience or king? [Sir Thomas More].—The little abbess [Angélique Arnauld].—Gordon.—The crime of Theodosius.—Palissy the potter.

COÖPERATION IN WORK

Coöperation between the Catalog department and all other departments of the library is essential if the catalog is to reflect the combined knowledge of the staff and meet the needs of all who use it.

Catalogers are sometimes too much disposed to dwell upon technique and to show too little willingness to understand and use the information possessed by their co-workers. One should never be so enveloped in detail and system as to be unable to take a broad view of her field, nor should technique be allowed to thwart us in the making of a plastic and growing catalog. Much time and attention may well be given to the subject side of the work, for it is this side of the catalog which best represents the resources of the collection we are cataloging, and it is to this subject side that the inquirer most often turns. Authors, titles, editors and translators must all be represented, but these entries answer the question already in the mind of the reader when he enters the library. The subjects lead him into unknown fields and disclose new avenues of interest.

No cataloger should be so addicted to routine and rule that she cannot listen to and accept recommendations for the improvement and usefulness of the catalog. She should not refuse to add subjects and references required by some unusual demand; on the other hand, the department making these requests should not dictate just what form these subjects and references should take. Let each do her part and the part in which she has specialized.

Children's librarians are not always qualified to be good catalogers, nor are catalogers always able to take the place of children's librarians, but by a free exchange of ideas and an understanding of the needs of each branch of the work the desired results may be obtained.

"Rapidity and ease of consultation will be secured only by most careful planning. There are certain decisions which must be made by every librarian beginning or revising a catalog of subjects. Once taken, these decisions must be adhered to, while a change once decided on must be carried out root and branch... Careful planning, then, is half the battle. It matters little, from one point of view, what the decision is. The important thing is to have a conscious policy and stick to it." Bishop. "Modern library cataloging."

SUBJECTS

The need has been felt for some standard on which to base the selection of subjects so that every librarian may have some definite formula on which future work may be based.

In an attempt to define terms, show the scope of various headings and emphasize their use in library practice, I have chosen only those subjects which may have several meanings and those which require some explanation in order to show definitely just what kind of material they are intended to include. Only a very small proportion of the headings in the appended List are defined or even mentioned, but the principles of selection brought out by the discussion of certain groups or classes may be applied to other subjects of the same type.

Reference must be made constantly to decisions once adopted in order to insure uniformity in results. A heading should not be chosen because it is in the List, but because it is the term decided upon as the best one to include certain types of books. Unless there is a thorough understanding of the terms we cannot feel sure that like books will fall together or that individual books will be properly listed.

STORIES

The story is taken first because so large a proportion of the books for children are written in story form, either originally or as adaptations. These are considered in two main groups: (1) the traditional stories and (2) those having subject value.

TRADITIONAL STORIES

"Traditional stories may be roughly classified as Myths, Legends (including Hero-tales and Sagas) and Märchen or Folk-tales, with which last may be reckoned the minor varieties of Beast-tales, Drolls, Cumulative tales and Apologues." Burne. "Handbook of folklore."

The following choice of headings has been made for grouping the traditional stories: Myths, Legends, Sagas, Fairy tales, Fables.

Myths. "Myths . . . are stories of anonymous origin, prevalent among primitive peoples, and by them accepted as true, concerning supernatural beings and events, or natural beings and events influenced by supernatural agencies. . . . They are born in the infancy of a people. They owe their features not to any one historic individual, but to the imaginative efforts of generations of story tellers." Gayley. "Classic myths."

"In early ages man recognized forces external to himself which largely determined the conditions of his life. These forces of nature, such as light and darkness, fire, and summer and winter, he personified and made the subject of stories. In the same way he theorized about the origin and control of the universe, attributing the governing power to one God or many gods, and inventing stories about the relation of these divinities to each other and to man." Newark Public Library. "Course of study for normal school pupils on literature for children."

The general heading Myths is used for collections of pure myths which are not confined to any special country or people, such as Shahan's "Myths and legends" and Clarke's "Child's guide to mythology." If the stories are those which treat of the divinities once worshipped by the Greeks, the Romans or the Norse people, or the stories which have grown out of these, they may be distinguished from the general class of Myths by adding the subdivisions *Greek and Roman* or *Norse* to the heading Myths. Baldwin's "Story of the golden age," Hawthorne's "Tanglewood tales" and like books would then take the heading: Myths —*Greek and Roman.*

As many books include both Greek and Roman myths it is best to use the combination heading *Greek and Roman* and place here both the books which treat the two together and those taking up either alone.

Mythological events, as the Trojan war, should be entered under the specific heading, not included under Myths. Brooks'

"Story of the Iliad" and Clarke's "Story of Troy" may both be entered under Trojan war, and many chapters in the books found under Myths may be brought out under more definite headings.

"A myth is a purely imaginative explanation of phenomena; a legend rests on facts, but the facts are distorted." Toy. "Introduction to the history of religions."

Legends. "Legends are narratives told, not to explain anything, but simply as an account of things which are believed to have happened, such as a deluge, a migration, a conquest, the building of a bridge, or of a city. They are often told about events or persons, who are in fact historical though the legend itself may be inaccurate or even baseless, and may be told of other persons or places in countries far away." Burne. "Folklore handbook."

"Legends are mixtures of popular tales and literary invention cast in narrative form and told as records of facts. They usually deal with some character of heroic type, such as The Cid, and Siegfried; some storied locality, as the legend of the Sleepy Hollow; or some event or period in the mist-shrouded early histry of nations, as in William Tell, and Horatius at the bridge." Newark Public Library. "Course of study for normal school pupils on literature for children."

Legends is a group heading and is used for collections of legends, even though these collections do include those tales which belong to the King Arthur and the Charlemagne cycles. While the stories of these two cycles more correctly belong to the romance group, it does not seem best to use both the heading Legends, and Romances. Legends is the term more familiar to children and is a broader heading which can be made to include both character and place legends; it has therefore been adopted to cover both the Legendary stories and Romances.

"A romance may be described as a tale written at any period between the eleventh and fourteenth centuries, which deals with the age of chivalry." Spence. "Dictionary of medieval romance."

Stories which tell of the exploits of a single hero should be entered under the name of that hero, as King Arthur, Charlemagne, The Cid, etc.

Those centering around a historical personage like Charlemagne should be distinguished from the pure history of the real character. Stories of the Charlemagne cycle having for their subject matter the adventures and pseudo-history of Charlemagne and his twelve peers should be differentiated from the accounts of Charlemagne as ruler. The biographical material should be entered directly under his name, while Charlemagne romances

may be used for the legendary accounts of the hero. Church, in his "Stories of Charlemagne and the twelve peers of France," gives us the legendary Charlemagne, while Hodges in "Saints and heroes to the end of the middle ages," gives an account of the Emperor Charlemagne.

The books entered under the group heading Legends may be analyzed, in which case the single legends are brought out under name; usually the name is taken from the name of the hero, as Havelock the Dane, Roland, Wayland the Smith, etc. Whenever a legend is entered under its name, that name must be added to the Legends "see also" card.

If the books are not analyzed, references may be made from the name of single legends to the group heading Legends. In this case the contents should be added to the cards to show just what stories are included in the various collections. These references can only be made after one is sure that the legend from which reference is made is in some one of the books entered under Legends. The references would read as follows: Havelock the Dane *see* Legends; Roland *see* Legends, etc.

In The Cid we find a national hero of both history and romance, and this epic may be indicated as a good example of how a historical figure may become semi-mythical. Fact and myth are so blended that, as the story is told for children, it seems quite impossible to separate the material and so we place it all under the name of the hero. Since we are able to gather from The Cid something of real history, it is suggested that we call attention to the historical value of the story by making a reference to it from Spanish history.

"Legends which relate the exploits of a traditional hero, taking his existence for granted and not introducing him to account for the existence of something else, may be distinguished as Hero-tales; and when a series of legends follows in detail the lives and adventures of characters who are probably historical, it forms a Saga." Burne. "Handbook of folklore."

Sagas. The term Saga is limited to collections of the Scandinavian hero-tales, such as Anderson's "Viking tales of the North." It may be used to include all Saga material; or the cycles centering around one hero may be entered under the name of the hero, as Frithjof, and Grettir the Strong.

Fairy tales. Fairy tales has been chosen to include the folk tales and also the tales telling of fairies and other supernatural beings, which have no folklore setting or background. The Lang

fairy books belong to the first class and the George MacDonald books to the second.

"It is now impossible to limit this term to those stories that deal with the activities of an order of invented preter-human beings called fairies; or even to those that contain preternatural or supernatural elements. With the old fairy-tales in this narrow sense, have been incorporated folk-tales dealing with matter which involves only natural and human material, beast-tales and bits of comic adventure, for example. It is possible to treat them, however, in one category, because of the fact that in all those that are worth using for the children in class, whether there be fairies involved or not, the imaginative process is of the same kind, the vision of the world, its activities and its possibilities, is on the same level of imaginative combination and artistic interpretation; and this is the level of the children for whom we are choosing." MacClintock. "Literature in the elementary school."

Folklore is not included as a main heading, because (1) it is a term less well known to children and (2) if used, it would not be possible to group all the fairy tales under the one heading. Those who wish to show the distinction between the fairy tales which are real folklore and other fairy stories, may do so by adding this word as a part of the heading under Fairy tales, thus: Fairy tales (*Folklore*) and reserving the heading Fairy tales alone for those stories which have no folklore background.

In addition to the story use, these folk tales may be found of value to teachers in school work if entered under the country to which they belong. They contribute to the knowledge of the people and furnish another means for studying the different phases of the people of a given locality. In addition to the Fairy tale heading the country is used with the subdivision *Folklore*. Inasmuch as the material is not used for the study of comparative folklore, the country heading is chosen rather than the subject. This brings together all the material relating to a country including the folklore, which may often be useful as supplementary material. Jacobs' "Celtic fairy tales," and Steel's "Tales of the Punjab" are types of books which may be treated from the country side as well as from the story side, by entering under Ireland—*Folklore*, and India—*Folklore*.

The American folklore tales are entered under Indians of America—*Folklore*, for in this case to use Folklore under the name of the country does not convey the correct meaning. North America—*Folklore* or United States—*Folklore*, would not limit

the folklore to the Indian, and here again it is more useful to keep all the material about the North American Indians together. The heading is used to include Myths, Legends and Folk tales. Pratt's "Legends of the red children" and Zitkala-Sa's "Old Indian legends" would be entered under this heading and need not be repeated under the heading Legends.

The "Finding list of fairy tales and folk stories" issued by the Boston Public Library and the "Index to fairy tales," by Miss Mary Huse Eastman, published by the Boston Book Company, 1915, will be valuable aids supplementing the catalog under this subject.

Fairies need not be used as a heading, but a reference should be made from it to Fairy tales.

Fables. "It seems to be, in its genuine state, a narrative in which beings irrational, are, for the purpose of moral instruction, feigned to act and speak with human interests and passions." Dr. Johnson.

"Fables—all those oriental and classic ones that are called Aesop's, as well as many of La Fontaine's—are, from the literary point of view the best of the animal stories." MacClintock. "Literature in the elementary school."

While this form of story is usually devoted to animals, these books must not be considered as having any aim in teaching the facts as to the structure and habits of the creatures as life-forms. They interpret human life through them or by them by means of human terms. Reference can well be made to the heading Fables from Animals—*Stories*, Legends, Literature and Fairy tales.

STORIES WITH SUBJECT VALUE

A subject should be divided in the catalog into as many groups as is necessary to show the form of the material listed under it. Take for example the subject Flowers; we list first the books which give accurate facts about flowers, next we list the poetry of flowers and after that come the stories. It is essential to distinguish the books which are classed as fiction from those which are scientific, and the subdivision *Stories* is used to bring out this distinction. Some of the subject material is so skillfully woven into story form that one is often puzzled to know whether the book should be classed as fact or as fiction.

When a work will stand the test of accuracy and the facts are so set apart from the story as to make them easily accessible, it may be treated as non-fiction. Such a book is Kellogg's "Insect

stories." Here the author has combined science and the story-teller's art, but while he has called into play a certain amount of invention, this does not distort the facts he endeavors to develop through his story. The reader's credulity is not overtaxed in the writer's attempt to interest.

Stories which class as fiction and have a definite aim or are grouped around a definite person, event or thing, or are told for the purpose of imparting facts of science or industry, should be entered in the catalog under the subjects to which they either directly contribute or on which they may have a bearing. The object of bringing works of fiction out under subject headings is to group them under subjects about which children like to read, to make them more readily accessible for use as supplementary reading, and to supply material which shall arouse interest in the subjects upon which they have a direct bearing.

The demand for supplementary reading along all lines of school work can be met in no better or more satisfactory way than through the analysis of these stories. The "journey method" in geography, and the "topic method" in science as used in the class room, create a need for material which is often available only in story form. Probably no better or more entertaining description of Switzerland can be found for children than that given in the story of "Heidi," and the teacher who wishes to arouse interest in forestry will find Rolt-Wheeler's "The boy with the U. S. foresters" of value as giving a popular and interesting account of the subject in story form. The child whose attention is called to Bassett's "Story of wool" will find interesting facts about the wool industry.

Children may become interested in history by reading Howard Pyle's "Otto of the silver hand" when a less entertaining book on the middle ages would make no appeal. The same is true of biography. Andrews' "Perfect tribute" is one of the best accounts of Lincoln a child can read. It gives an insight into the character of the man which a child could never get from a biography.

The stories which tell of the customs of a people should be entered under the place. "The Japanese twins," by Perkins, gives an interesting account of a certain phase of life in Japan which would be lost to those seeking information on Japan if the book were not entered under Japan—*Stories.*

Stories emphasizing ethical themes are useful if grouped under these ethical headings and thus made available for teachers and parents who wish to teach ethics through stories. These headings must be carefully chosen and assigned only to those stories which

are dignified and free from sentimentality. F. J. Gould's two books called "Children's Plutarch" may be entered under the heading Ethical stories as well as under Biography, and Greece, Ancient.

The heading Ethical stories is used for collections only; the stories devoted to a single ethical topic should be entered under that topic, as Industry, Kindness, Cheerfulness, etc. The adjective form of entry has been chosen for some types of stories, as Ethical stories, School stories, Sea stories, etc. In these cases the subject is better expressed by a phrase.

A valuable subject index to juvenile stories has been compiled by Grace E. Salisbury and Marie E. Beckwith and has title: "Index to short stories; an aid to the teacher of children." This was published by Row, Peterson & Co., Chicago in 1907 and will be found very helpful in getting together material on a specific subject. It is especially full in its ethical headings.

POETRY—HOLIDAYS

Poetry. This general heading should be used for books or chapters *about* poetry only. Few children's books contain information of this kind so the heading will seldom find a place in the juvenile catalog.

Poetry—*Collections*. This heading is used for compilations or collection of poems by different authors. No distinction is made as to language. The analytical entry of poems contained in the books which fall under this general heading rests with the individual library, but very often a title or subject entry for the poems continually in demand is justifiable. Granger's "Index to poetry" is a useful key to the poems contained in many of these collections.

Poems by one author. A single poem, or a collection of poems by one author, need not be given a group entry in the catalog. Author and title entry for these will probably answer all reasonable demands. If it seems desirable to have a reference to a complete file of such books, reference may be made to the shelf list, where they are grouped together.

Poetry on a definite subject. *Poetry* is used as a form subdivision under subject for poems which are grouped according to subject, as Flowers—*Poetry*, Birds—*Poetry*, Christmas—*Poetry*, etc. These groups are often to be found in collections of poetry or in books which collect the various forms of literature devoted to one subject, as do some of the books on Christmas. This form subdivision should not be used to any extent for individual poems,

for such minute analytical work, while useful, can hardly be said to come within the scope of a catalog.

Readers and speakers. A heading used for books made up of collections of poetry and prose. The term Readers as used here does not include Primers. These are entered under Primers, but series of more advanced school readers may be listed under this heading, especially those adapted to grades above the third. Collections of recitations for special days are entered under the name of the day, as Thanksgiving day, New Year's day, etc.

Holidays. This heading is used as a group heading for the books covering many holidays and for customs observed in different countries when celebrating holidays and feast days. Exercises devoted to birthday celebrations, etc., are entered under the name of the day when it is a national holiday, as Washington's birthday, Lincoln's birthday; but other material is entered under the person, with subdivision *Birthday exercises*, as Longfellow, Henry Wadsworth—*Birthday exercises.*

Christmas. There is so much demand for literature on this subject that it has been given several subdivisions. Other subdivisions may be added when desirable.

Ballads. A ballad is a traditional and popular narrative poem, usually of unknown origin. Enter ballads of all peoples under this heading, making no language distinction. Reference may be made from English ballads, Irish ballads, etc., if it seems necessary. Groups of ballads are often contained in the books cataloged under Poetry—*Collections*, and these may be analyzed and brought under the specific heading if desired. Scudder's "Children's book" is one which may be so analyzed.

Folk songs. When Ballads are accompanied by music the heading Folk songs should be used, but do not include here the poems or songs when not accompanied by music. This heading is included because of the frequent requests from kindergarten and playground workers for these special songs.

Songs. To be used for all collections of songs with music, except Folk songs. Songs without music should be considered as poems.

Nursery rhymes. Used to include the Mother Goose melodies and other nursery rhymes and jingles, as Christina Rossetti's "Sing-song."

AMUSEMENTS

Amusements. A very broad heading used to include those general books which contain games, sports, occupations, recrea-

tions and other pastimes under one cover. It is often difficult to choose between this heading and Occupations for children, and it may be necessary to duplicate the entry under both headings in some cases. Few if any analytical entries will appear under Amusements; it should be kept as an inclusive heading only, but references must be freely made from it to all the specific headings which are related. These references should include all subjects which amuse or entertain, such as Plays, Camping, Moving pictures, etc.

Books of amusement are of two kinds, those written to instruct through play and those having no instructional purpose. The instructional value of the former group may be emphasized by bringing them out under either of the two headings: Occupations for children or Scientific recreations. These are not headings which children will use, but are introduced to group material for assistants, teachers and parents.

Occupations for children. Under this heading are grouped the miscellaneous handbooks for boys and girls. These usually take up various pastimes, some handwork and games and sports. The "American boys' handybook" and Bowker's "Busy hands" fall into this class.

Scientific recreations. This heading is reserved for those books which introduce scientific experiments and give some knowledge of chemistry, physics and the other natural sciences. They are usually too unmethodical in arrangement to be given a scientific heading, but contain facts enough to give them value from a popular scientific standpoint. Hopkins' "Experimental science" takes this heading.

The chapters devoted to a definite occupation, as Paper work, Beadwork, etc., should be entered under these specific headings. As books of this nature often include various kinds of handwork they may be referred to from several broad headings; for example, refer to Beadwork from Sewing, Handicraft and Occupations for children.

Sports. Used to include all outdoor games and recreations grouped in one book, as Camp's "Book of college sports."

Athletics. Confined to the track and team games, as Lee's "Track athletics in detail."

Physical education. To cover books on exercise which emphasize the physical development of the body and so usually have a teaching purpose, as Blaikie's "How to get strong."

Games. Used for indoor games grouped in one book or for books including both indoor and outdoor games. Individual games

are entered under the separate headings as, Dominoes, Checkers, Golf, Baseball, Football, etc.

Plays. A group heading used to cover single plays, collections of plays and amateur theatricals. Dramatic readers may be included here if one wishes to eliminate that term as a main heading.

Drama. Included only to cover the books or chapters *about* the drama. It is used as a subject and not a form heading and will be needed but seldom.

SCIENCE

Most of the headings given to the scientific books for children are so definite that their selection offers few problems. It is only when several subjects are combined in one book that it is difficult to select a broad heading which will cover the whole.

Science in its broad sense is used to include the books which cover both the natural and applied sciences. They are usually very miscellaneous in character, and include such titles as Buckley's "Fairy land of science" and Hooker's "Child's book of nature."

Natural history. Natural history is limited to books which include both animals and plants, as Gibson's "Blossom hosts" and "Eye spy."

Botany, Zoology. The broad science headings such as Botany and Zoology will need to be used but rarely and only for those books which discuss the classification of plants or animals. They are technical rather than popular. Mathews' "Field book of American wild flowers" takes the heading Botany, and Zoology is given to Wood's "Our living world."

Plants, Animals. These headings are used for the less scientific books. They are descriptive rather than technical and include such titles as Dana's "Plants and their children" and Wright's "Stories of birds and beasts."

Flowers. Used for the books consisting of chapters on definite flowers, as Morley's "Flowers and their friends." Names of flowers are used as subject headings when analyzing these books or for books which treat of one variety, as Roses.

Nature. Nature is an indefinite term and therefore should seldom be used as a main subject heading. The word does not express a subject, but is rather a term used to suggest ideals of outdoor life. It is the term linked with Poetry to cover the collections of poems on Birds, Flowers, Trees, etc., as does Lovejoy's "Poetry of the seasons." It may be used with the subdivision

Stories as a supplementary heading for such a book as Cooke's "Nature myths."

USEFUL ARTS

The books in this group which sometimes present difficulties are those which are made up of miscellaneous chapters and so require group headings. Archibald Williams' books come under this class and other "How to" books as well as the "Stories of industry" as told by Chase and Clow. Three subject headings have been chosen for the sake of grouping books of this character: Industries, Manufactures and Handicraft.

Industries. Used for the books devoted to the mechanical and economic aspects of the great industries. The study is usually made by tracing certain types, as cotton, lumber, sugar, coal, etc., from the production of the raw material through the various changes needed to make the product useful to man. A book of this type is Keller and Bishop's "Commercial and industrial geography."

Manufactures. Includes those books which tell how definite articles are made in a commercial sense. Williams' "How it is made" takes this heading.

Handicraft. Used for those books which describe in detail for the amateur the construction of simple machines, manufactured articles, toys, etc., as does Waite's "Boys workshop." It is made to include arts and craft work and all other handwork concerned with the application of art to industry. The heading may sometimes duplicate the heading Occupations for children, but it is usually used for books somewhat more advanced than those included under that heading.

Manual training. "In spite of many objections, the term 'manual training' has come to be generally applied to all forms of constructive handwork when used as an agent in general education." Monroe. "Cyclopedia of education."

Used only for the books which have this educational purpose.

Carpentry. Used for the books on woodworking which are not included under the heading Manual training or Woodcarving. Foster's "Carpentry and woodwork" takes this heading.

These scientific headings follow the same ruling as to the use of specific terms as that applied to other subjects. If a bridge has a special name, enter under that name, as Brooklyn bridge, and do not include the material under Bridges.

Subjects may sometimes be collected through references. Fuel is an example of this. The books and chapters on coal, gas, peat,

petroleum and wood all touch upon these products as fuel, and yet no one of them covers the subject sufficiently to warrant a heading. In the adult catalog the reader interested in fuel would know of the relation of these subjects, but the children are not versed enough in science to make the deduction.

BIOGRAPHY—HISTORY—GEOGRAPHY

Biography. A broad group heading used for those collections which are too general to be limited to any one class or subject, as Harper's "Leaders of men" and Steedman's "When they were children." When lives of persons belonging to any special class or occupation are collected in one book, the subject heading should be expressive of that class or occupation; for example, a collection of sketches of literary men and women takes the heading Authors, and if a collection is made up of lives of Explorers, Inventors, or Presidents, these specific headings are adopted. Such headings as Kings and rulers, Queens, Soldiers, etc., should be freely used for collective biographical material.

Individual biography. Much good material about individuals is buried in the collective biographies and in works of history and description, and for this reason it is wise to be generous in making analytical entries for persons of any importance. McMurry's "Pioneers of the Mississippi valley," the Morris series of "Historical tales," Parkman's "Prose passages," all contain valuable biographical material although the books are classed as History.

When the same personal name is used for both a subject and an author entry in the dictionary catalog, the form of this name must of course be the same for both entries. Books by Louisa May Alcott and books about her should be entered under the same fullness of name.

Heroes and heroism. This heading includes three subjects in one: (1) it is used for collections of hero-tales which are also entered under Legends, as Canton's "Child's book of warriors"; (2) for those biographical sketches of real people in which the author tells his story to emphasize the heroic quality of the character, as Baldwin's "American book of golden deeds"; and (3) it is made to cover the ethical collections which emphasize deeds of heroism and valor, as Ewing's "Jackanapes."

History and biography. Detailed biographical facts make little appeal to children, nor does history as told in textbooks arouse much interest, so the author in order to make his history interesting often resorts to the method of having his historical setting

center in a hero of the time. It is often difficult to determine the classification of books of this character, but if there is doubt it is usually safer to consider them as Biography. The two books by Marshall, on Cromwell and Napoleon, seem to be on the border line between history and biography, but they are so limited to the actions and achievements of those two leaders that they are classed as Biography. These biographies of historical figures should be connected with the history by references, as England—*History*. *See also* Cromwell, Wellington, etc.

HISTORY

Those histories which give a consecutive and connected narrative, as do Marshall's "Island story" and Guerber's "Story of the English" are entered under the place with subdivision *History*, as England—*History*.

In other history material for children the writer approaches his subject through biographical characters and by narrating great events which interest through their dramatic setting. Because of this method of treatment the same plan of entry is recommended as is followed in other subjects, namely to enter directly under the specific heading rather than use the specific heading as a subdivision under the broad class, as American revolution, not United States—*History—Revolution*. This gives the alphabetical rather than the chronological arrangement, and while it will in some libraries be a divergence from the arrangement followed in the adult catalog for the same material, I believe the practical use to the child will justify the change.

North America. Most of the books which take this heading are entered under the subdivision *Discovery and settlement*. As the period divisions are not sharply drawn in children's books it will be difficult in some cases to limit the entry to this one heading. Often the heading Colonial period, United States, will have to be used also. Many books which are entered under United States—*History* should be analyzed to bring out the period of discovery.

United States. Used for general histories. Do not enter here the books on Discovery of America; these go under North America. References must be made to each specific event or period of United States history which is entered under its definite name, as Louisiana purchase, Declaration of independence, Spanish-American war, etc.

The West. Covers the history and description of that part of

the United States west of the Mississippi river, if not limited to some state or region of less extent, as the Rocky mountains, in which case the more specific heading is used. References are made from this heading to Frontier life and Ranch life.

Frontier life is used to bring together the biographies and histories which show this phase of life, as Barstow's "The westward movement," and Grinnell's "Beyond the old frontier." The heading is not limited to any special region.

Northwest Territory, United States is used as a history heading and not as a geographical heading. Do not enter here the books descriptive of the region between the Ohio and Mississippi rivers and the Great Lakes. It applies only to the Old Northwest Territory. Baldwin's "Conquest of the Old Northwest" takes this heading.

Wars are entered under the name of the war and not as a subdivision of the country where fought, as Mexican war, War of 1812, Crimean war, etc. Reference is always made from the history heading to the war and the reverse reference should be made unless the history books are fully analyzed.

Battles. This heading is used to include accounts of battles fought on land and sea or land battles alone. Naval battles are entered under Naval battles. Single battles are entered under the name of the battle, as Marathon, Battle of; Gettysburg, Battle of, etc. Reference is made from Wars to individual battles and also from Battles to names of battles.

Explorers. A heading used to include exploration not limited to one country and also the biographical material, or collections of lives of explorers. Verne's "Famous travels and travelers" takes this heading, as does Jenks' "Boy's book of explorations." When the exploration is limited to one country, it is entered under that country, as Africa—*Exploration*. Explorations made by individuals are entered under the individual, as Stanley, Hudson, etc. As a subdivision under United States it includes explorations made into the western part of the country and should not be confused with the subject of early discovery. McMurry's "Pioneers of the Rocky mountains and the West" takes the heading, United States —*Exploration*.

Voyages is used for sea voyages not limited to a definite region, as Dana's "Two years before the mast." Voyages to a definite region are entered under that region, as Arctic regions.

Travel is used for those land and sea journeys covering many countries, which are not undertaken for purposes of exploration. If limited to any one country the entry is under country

with subhead *Description and travel*, as Mexico—*Description and travel* for Plummer's "Roy and Ray in Mexico."

Manners and customs is used as a main heading and also as a subdivision under place. It covers those books which describe the life and habits of the people of a definite locality and are written to acquaint children with people who live in far away countries. Many geography readers take this heading. Andrews' "Seven little sisters" takes the general heading Manners and customs, and Headland's "The Chinese boy and girl" takes the heading China—*Manners and customs*. *Description and travel* is used under place when the book gives an account of a place, while *Manners and customs* is used when the people are described.

GEOGRAPHY

Geography. Used as a main heading and as a subdivision under place if desired. As a main heading it is used to cover books descriptive of the natural features of the earth, clime, products, races of men, and often these include industries and commerce. These books are usually textbooks, such as Tarr and McMurry's Geographies. The books limited to the industries, commerce, manufactures, etc., of the people without discussion of the physical features of the land are entered under Industries. This heading is more closely defined in the chapter on Science.

Geography is used as a subdivision under place only when it is desirable to bring all the material of one place together, such as all the books or chapters bearing on one's own State, as Pennsylvania—*Geography*, or Wisconsin—*Geography*.

Physical geography. Used for such books as Kingsley's "Madame How and Lady Why" as well as the more definite textbooks, as Davis' "Elementary physical geography." It is limited to the physical features of the earth, as earthquakes, volcanoes, coral reefs, glaciers, rivers, etc.

Geography—*Readers*. Used as a group heading for the books which are valuable for purposes of supplementary reading, but which are rather too popular and miscellaneous to be entered under Geography, as Carpenter's "How the world is housed."

List of Subject Headings

INTRODUCTION

This List includes all the subject entries which have been actually used in making a full analytical dictionary catalog of a collection of children's books belonging to one of the larger public libraries. No headings have been eliminated—geographical names, personal names, names of birds, flowers, trees, animals, machines, cities, days, etc., have all been included. The number of such names is only limited by the scope of the collection cataloged.

Because the headings given are limited to one collection, it necessarily follows that many new subjects will have to be added when cataloging any other library. This List is merely a working basis to be used as a foundation for making lists which shall meet individual needs. New headings must be added as needed and these must be correlated with the ones already included; references must increase with the development of subjects, and definitions must be formulated to insure uniformity of treatment. The United States Department of Agriculture, for example, has just issued a very good pamphlet on Bird houses which will be added to the collections in many children's rooms, and when this is cataloged the heading Bird houses must be added to this List because it is a subject not yet represented.

Form divisions. *Poetry* (Page 15) and *Stories* (Page 13) may be used as subdivisions under any subject in this List when it is desirable to emphasize these forms, as Indians of America—*Stories*, Birds—*Poetry*, Middle ages—*Stories*, Russia—*Stories*, Civil war, United States—*Stories*.

Subdivision under place. The following subdivisions may be used under any place name:

Description and travel (Page 20)
Exploration (Page 22)
Folklore (Page 12)
Geography (Page 23)
History (Page 21)
Manners and customs (Page 23)

These subdivisions have only been given in the List when it was necessary to indicate the references to and from the subject, as England—*Description and travel*. The fact that they are not given is no indication that their use is not recommended.

Place versus subject entry. When it is necessary to choose between place and subject, preference is given to subject. The books to be cataloged seldom emphasize the local side of a subject and the children are more often led to the direct subject than to the country of which that subject may be used as a subdivision. For those who wish to make the juvenile catalog consistent with the adult catalog, or who desire to group subjects under the United States as main entry, a list of such subdivisions has been added at the end of the List. If this is used the duplicate entries in the main part of the List must be deleted, and references made from the subdivisions to the United States headings, as Industries *see also* United States—*Industries.*

References. References have been very generally suggested, but should be used at the discretion of the cataloger. Where so many specific and minute terms are used it is essential to keep the chain of references quite complete. They are needed not only to correlate subjects, but also to suggest specific headings which might not occur to the cataloger.

In the juvenile catalog it is necessary to consider the individual books entered under the subjects to which and from which we refer. We must be sure that the heading to which reference is made contains new material and not analytical entries for the identical book which is already entered under the heading referred from. A book on Sports would be entered under this heading and each chapter would be entered under its special subject, as Football. If we refer from Sports to Football we may not be getting any more material than we had under Sports.

References have been freely made from small to larger subjects. This is contrary to the general rule, but in a catalog of this kind it will be found necessary. For example, the catalog may show but one entry under Pilgrim fathers, but more material is to be found in the books entered under Colonial period. Unless every bit of material is analyzed these references should be made.

General references have been added in many cases after the "See also" references merely to save space. Many catalogers will find it more useful to mention definite terms than to use the phrase with only one example. It is more definite to refer from a history heading to all the wars by name than to say "See also names of wars."

Personal names. Proper names have been included so they may be easily accessible to the cataloger. The same names are certain to appear in the juvenile catalogs of the various libraries and often it is difficult to identify them or discover the correct

form of entry. The full form is given in every case where it has been possible to obtain it, but the short form recommended for use in a catalog for children has been indicated by inclosing the part not to be used in brackets, as Garfield, James A[bram]. The form recommended is that commonly used in the schools; for example, James Russell Lowell is left full because the children learn of Lowell by his full name. They do not know Mrs Priscilla (Mullins) Alden, but do know Priscilla Alden. Names not well known, or which there was no definite reason for abbreviating, have been left in full, to be shortened at the discretion of the cataloger.

Only one name is used for classical names unless more are needed for identification or to distinguish from another of the same name.

The phrase which connects kings and queens with their country has been retained, but the rest of the name is considered unnecessary. Noblemen and other titled persons are shortened to the title only, as Marlborough, duke of.

References are given from the form of the name not used to the one adopted, and these are traced in the same way as subjects.

Abbreviations. (s) after a subject heading indicates that the reference from that subject is a "see" reference. Subjects not so marked are "see also" references. The abbreviation *e. g.* has been used to introduce examples in order to make this List uniform with the A. L. A. "List of subject headings," but in a catalog for children it would be better to introduce such examples by *as*.

Page references. The page numbers after some of the headings refer to the discussion of those headings in this text.

SUBJECT HEADINGS FOR JUVENILE BOOKS

A Becket, St. Thomas *see* Thomas à Becket, St.
Abolition of slavery *see* Slavery
Aboukir bay, Battle of, 1798 — *Refer from* Nile, Battle of the, 1798 (s)
Abyssinia
Acadia
Accidents
See also Life-saving; Shipwrecks — *Refer from* Emergencies (s); First aid in illness and injury; Injuries (s); Life-saving; Nurses and nursing
Acorns
See also Oak trees
Acrobats
See also Circus
Actors and acting
See also Drama; Miracle plays; Moving pictures; Operettas; Pageants; Pantomime; Plays; Puppet shows; Tableaux — *Refer from* Biography; Drama; Plays; Theater (s)
Adams, *Mrs* Abigail (Smith)
Adams, John
Adams, John Quincy
Adams, Samuel
Addison, Joseph
Addresses *see* Orations
Adobe
Adventure
See also Explorers; Frontier life; Hunting; Pirates; Sea stories; Shipwrecks; Sports; Travel; Voyages; (The) West — *Refer from* Escapes (s); Heroes and heroism; Stories (s); Voyages
Æneas
Aerial navigation *see* Airships; Balloons; Aeroplanes
Aeroplanes
See also Airships; Balloons — *Refer from* Aerial navigation (s); Airships; Biplanes (s); Flying; Flying machines (s); Mechanics; Sports; Transportation
Æsop — *Refer from* Esop (s)
Ætna, Mount, *see* Etna, Mount
Afghanistan
Africa
——Description and travel
See also Bushmen; Congo river; Nile river; Sahara desert; *also* names of countries, e.g. Egypt.

Africa—Continued
——Exploration
See also names of African explorers, e.g. Livingstone, David; Stanley, Sir Henry Morton — *Refer from* Discoveries (in geography) (s); Exploration (s); Explorers
Africa, South
See also Cape Colony; Kafirs — *Refer from* Boers; England—Colonies; Kafirs; South Africa (s)
——History
See also Boer war, 1899-1902
Agamemnon, *king of Mycenæ*
See also Trojan war — *Refer from* Greece, Ancient
Agassiz, Louis
Agesilaus II, *king of Sparta*
Agincourt, Battle of, 1415 — *Refer from* England—History; France—History
Agis IV, *king of Sparta*
Agricola
Agriculture *see* Farming
Aguinaldo, Emilio
Ainos — *Refer from* Japan
Air
See also Barometer; Liquid air — *Refer from* Atmosphere (s); Gases; Physics; Weather
Air, Liquid *see* Liquid air
Airships
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Electric launches *see* Motor boats	
Electric lighting	*Refer from* Electric engineering; Lighting
Electric motors *See also* Dynamos; Electric power transmission	*Refer from* Dynamos; Electric engineering; Engines; Machinery; Mechanics; Motors (s)
Electric power transmission	*Refer from* Electric engineering; Electric motors
Electric railroads *See also* Street railroads	*Refer from* Electric engineering; Railroads; Street railroads; Transportation
Electric toys	*Refer from* Amusements; Mechanical toys (s); Mechanics; Toys
Electricity *See also* Dynamos; Edison, Thomas Alva; Induction coils; Magnetism; Physics; Telegraph; Telephone; Wireless telegraphy; X rays; *also* headings beginning with Electric	*Refer from* Batteries (s); Electric batteries (s); Electric engineering; Galvanism (s); Magnetism; Physics; Science; X rays
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Eliot, John, *apostle of the Indians*	
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Embroidery *See also* Sewing	*Refer from* Art; Fancy work (s); Handicraft; Needlework (s); Sewing
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Emerson, Ralph Waldo	
——**Birthday exercises**	
Emmet, Robert	
Encyclopedias *See also* Dictionaries	*Refer from* Cyclopedias (s)

Engineering
See also Aqueducts; Architecture; Bridges; Canals; Dams; Dikes; Electric engineering; Engines; Harbors; Machinery; Masonry; Mechanical drawing; Mechanics; Mines and mining; Railroads; Rivers; Roads; Steam engines; Surveying; Tunnels; Water supply

Refer from Building (s); Civil engineering (s); Industries; Mechanics; Railroads; Roads; Surveying; Tunnels

Engines
See also Electric Motors; Fire engines; Gas engines; Locomotives; Pumps; Solar engines; Steam engines; Turbines

Refer from Engineering; Machinery

England

Refer from Great Britain (s)

——Colonies
See also Africa, South; Australia; Canada; India

——Description and travel
See also Hampton court; *also* names of cities, e. g. London, Stratford-on-Avon

——History
See also Anglo-Saxons; Magna charta; Gunpowder plot; Spanish armada, 1588; *also* names of rulers, e. g. Alfred the Great, king of England, and names of wars and battles, e. g. Agincourt, Battle of, 1415

Refer from Anglo-Saxons; History; Norman conquest (s); Spanish armada, 1588

——Navy

——Parliament

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English literature
See also American literature; Authors; Ballads; Books and reading: Drama; Fairy tales; Humor; Letters — Collections; Orations; Poetry; Poets; Readers and speakers; *also* names of authors, e. g. Dickens, Charles

Refer from American literature; Authors; Literature; Literature—English (s)

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Erie, Lake, Battle of, 1813

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Obedience; Orderliness; Patience; Perseverance; Pride; Promptness; Self-control; Selfishness; Service; Temperance; Thoroughness; Thoughtfulness; Truthfulness; Unselfishness; Usefulness
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Eumenes
Europe — *Refer from* Feudal system
——**Biography** — *Refer from* Biography
——**Description and travel**
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——**History**
See also Middle ages; Thirty years' war, 1618-48; Crimean war; Crusades; Reformation — *Refer from* Thirty years' war, 1618-48
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See also names of European countries, subhead Manners and customs, e. g. France—Manners and customs
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Evaporation — *Refer from* Physics; Vapor (s)
Everglades
Evergreens *see* Fir trees; Pine trees; Trees
Evolution
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See also Dynamite; Torpedoes — *Refer from* Dynamite; Manufactures; Mines and mining

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Farming
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——Arrangement

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tion; Play (s); Plays; Recreations (s); Sports; Toys

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William I, *German emperor and king of Prussia*	
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Zulus

UNITED STATES

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The following list is appended for the use of libraries desiring to keep all material together under the United States.

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